

# Observation Form — Stage Seven

Learner's Name \_\_\_\_\_

Recorder's Name \_\_\_\_\_

Other Observer's Name \_\_\_\_\_

Date \_\_\_\_\_

Setting for Observation \_\_\_\_\_

Using informal observation techniques, record the following information so that you can accurately interpret learner performance.

## *Assessment Environment:*

View the screen on the same eye level as the learner. Is there a glare on the screen?

\_\_\_\_\_ Yes \_\_\_\_\_ No

(If so, adjust window blinds, reposition the computer and learner's seat, or construct a shade for the monitor to eliminate the glare.)

Describe the setting:

\_\_\_\_\_ learner's regular setting \_\_\_\_\_ familiar but not everyday \_\_\_\_\_ unfamiliar

Position the learner is facing:

\_\_\_\_\_ toward the center of the room  
\_\_\_\_\_ away from the center of the room

Are there any distracting objects nearby? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the learner properly positioned? \_\_\_\_\_ Yes \_\_\_\_\_ No

Should these or any other factors be considered when interpreting results?

\_\_\_\_\_  
\_\_\_\_\_

**Copy these pages before recording your observations.**

1. Did the learner use an access device that was appropriate for entering letter keys for writing? ☐ Yes ☐ No  
Was the learner able to use it successfully? ☐ Yes ☐ No  
Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. ***Making Words—Copying Words***

Did the learner use any sort of manipulative tool to support her writing? Flash Card? Word Wall? Personal word list? ☐ Yes ☐ No

If yes, did the learner know how to apply the tool properly? Did she use it without help? ☐ Yes ☐ No

Did the learner require coaching? ☐ Yes ☐ No If so, how? Were any of the prompts suggested on pages 56-57 of the Stage Seven User's Guide necessary for her success? ☐ Yes ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. ***Making Words—Typing High-Frequency Words***

Did the learner use any sort of manipulative tool to support her writing? Flash Card? Word Wall? Personal word list? ☐ Yes ☐ No

If yes, did the learner know how to apply the tool properly? Did she use it without help? ☐ Yes ☐ No

Did the learner require coaching? ☐ Yes ☐ No If so, how? Were any of the prompts suggested on pages 56-57 necessary for her success? ☐ Yes ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### 4. *Making Words—Building Rhymes*

Did the learner write a word that rhymes but isn't the target word?

\_\_\_\_ Yes \_\_\_\_ No

Did the learner invent a spelling for the target word? \_\_\_\_ Yes \_\_\_\_ No

Did the learner write a word that rhymes, but is misspelled? \_\_\_\_ Yes \_\_\_\_ No

Did the learner require coaching? \_\_\_\_ Yes \_\_\_\_ No If so, how? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Were any of the prompts suggested on pages 56-57 necessary for her success?

\_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 5. *Making Sentences—Building Sentences (Level One)*

In the Level One activity, did the learner seem to notice the color or shape cues on the word wall? \_\_\_\_ Yes \_\_\_\_ No

Did she use the cues to guide her selection? \_\_\_\_ Yes \_\_\_\_ No

Did she remember to add a period at the end of her sentence?

\_\_\_\_ Yes \_\_\_\_ No

Does the sentence make sense? \_\_\_\_ Yes \_\_\_\_ No

Did the learner require coaching? \_\_\_\_ Yes \_\_\_\_ No If so, how? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Were any of the prompts suggested on pages 56-57 necessary for her success?

\_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 6. *Making Sentences—Building Sentences (Levels Two and Three)*

In the Level Two and Level Three activities, did the learner seem to plan her sentence, or did she randomly select words? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did the learner self-correct? \_\_\_\_\_

\_\_\_\_\_

Did the learner remember to add a period at the end of her sentence?

\_\_\_\_ Yes \_\_\_\_ No

Does the sentence make sense? \_\_\_\_ Yes \_\_\_\_ No

Did the learner require coaching? \_\_\_\_ Yes \_\_\_\_ No If so, how?

\_\_\_\_\_

\_\_\_\_\_

Were any of the prompts suggested on pages 56-57 necessary for her success?

\_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 7. *Making Sentences—Spelling & Grammar*

Did the learner find the errors quickly? \_\_\_\_ Yes \_\_\_\_ No

Was the learner able to correct the errors easily? \_\_\_\_ Yes \_\_\_\_ No

Did she identify the error but not know how to correct it? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use the Speak buttons to help identify the errors?  
\_\_\_\_ Yes \_\_\_\_ No

Did the learner require coaching? \_\_\_\_ Yes \_\_\_\_ No If so, how?

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Did the learner correct the sentence in a way that differed from the target answer?  
\_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. *Making Sentences—Writing Sentences (unstructured)***

Was the learner able to understand your instructions? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use invented spelling? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use acceptable grammar? \_\_\_\_ Yes \_\_\_\_ No

Can you tell what content is intended? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use proper punctuation? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use a tool such as a hand-held electronic spell-checker to support her writing? \_\_\_\_ Yes \_\_\_\_ No

Did the learner require coaching? \_\_\_\_ Yes \_\_\_\_ No If so, how?

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**9. Making Stories—Themes**

Did the learner seem to plan the story? \_\_\_\_ Yes \_\_\_\_ No

Did the learner have interest in one picture in particular? \_\_\_\_ Yes \_\_\_\_ No

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did the learner come up with an idea to write about by herself, or did she need help? \_\_\_\_\_

Was a story starter provided? \_\_\_\_ Yes \_\_\_\_ No

If yes, write it here: \_\_\_\_\_  
\_\_\_\_\_

Does the story have a beginning, middle and end? \_\_\_\_ Yes \_\_\_\_ No

Did the learner require coaching? \_\_\_\_ Yes \_\_\_\_ No If so, how? \_\_\_\_\_

Were any of the prompts suggested on pages 56-57 necessary for her success?  
\_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**10. Making Stories—Written Language Conventions**

Did the learner use invented spelling? \_\_\_\_ Yes \_\_\_\_ No

Can you tell which word is intended? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use acceptable grammar? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use acceptable syntax or word usage? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use proper punctuation? \_\_\_\_ Yes \_\_\_\_ No

Did the learner use a tool such as a hand-held electronic spell checker to support her writing? \_\_\_\_ Yes \_\_\_\_ No

Remember to make notes about the learner's spelling, grammar, punctuation and writing content on the Stage Seven report printouts.

### 11. Additional Observations:

[illegible]

**Place this form and report printouts in the learner's portfolio.**

